



## Innovation of Vocational Technology Education

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### Are Vocational High School Students Ready to be Entrepreneur?

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#### ABSTRACT

The challenges of vocational education is to answer the changed faced by people nowadays as well as to prepare the labor in particular number and quality according to the needs of different sectors, especially industrial and service sector. To prepare the graduate of vocational high school who fulfills the qualification of labor market, then the competency of the graduates of vocational high school need to be regenerated and increased. This research is to analyze the influence of entrepreneurs education and work training to students' entrepreneur attitude. Students' entrepreneur attitude can be seen from self-confidence aspect, oriented on task and result, risk takers, leaderships, originality and future oriented. Data was collected from 113 students at SMK N 2 Tondano by doing proportional sampling technique. The result of the research found that students' entrepreneur attitude can be shaped through entrepreneurship education at school and work training or take apprentice programs outside of schools.

#### 1. Introduction

One of the serious problems faced by Indonesia in competitive globalization and technology era nowadays is the condition of human resource which is not qualified yet and do not have proper skill to join business and industry or workplace. Problems of qualified and skilled Human Resources can be solved through education. Therefore, it needs to be imparted to the students how to explore themselves to be human beings who have assets in terms of entrepreneurship, so that the human resources problems today can be overcome. Facts on the field shows that a high school or vocational graduate even from universities prefer formal employment is a civil servant rather than working in the area of non-formal or entrepreneurship. Entrepreneurial has not been an option for young people. The majority of Indonesian people still prefer to work in an office as civil servant (Alma, 2009). The government has been working to increase the number of vocational schools with the intention of the graduates are ready to work or do entrepreneurship. Another attempt is to insert the subjects of entrepreneurship in vocational curriculum, but the results is still a lot of graduates of vocational schools do not have proper skills at the same time do not have to try their own volition. So there needs efforts to provide skill for young people in Indonesia to be entrepreneur. This makes the number of unemployment in Indonesia.

In the Regulation of Ministry of Education, No. 23 of 2007, about Standard Competency of SMK/MAK Graduates, among other things that to master competency and entrepreneurial skill whether to meet the demands of the working world as well as for higher education in accordance with the vocational. The challenges of vocational education are to prepare the workforce in the amount and quality of the specific needs of various sectors, especially industry and services sectors. In the era of globalization which is too competitive in various fields of life vocational education seems to be very important, given the demands of human resources in the labor market were higher. To prepare qualified vocational graduates in labor market, the competence of vocational school graduates need to be fixed or improved. Vocational education has among other benefits for learners as self-improvement, increasing the chances of getting a job, increased opportunities for entrepreneurship.

Entrepreneurship is a discipline that studies values, skills, attitudes, and behavior of people in facing life's challenges in order to pursue opportunities with the various risks that may be encountered (Suryana, 2003). Furthermore Suryana said, that in the past, entrepreneurship solely regarded as innate talent, so that entrepreneurship cannot be learned and developed by someone and influenced by the environment. Entrepreneurship is also said to be a form of a combination of creativity, innovative, and courage to face the risks undertaken by way of hard work.

Rogene & Buchholz (2005) expressed the essence of entrepreneurship is the imagination, creativity, novelty, and sensitivity. Entrepreneurs create new thing in society, a novelty, which is dealing with the hidden needs of consumers. Entrepreneurship is about change, about dealing with the new situation, about activities involving experimental approach to a unique situation. Drucker connect entrepreneurship with innovation, writes that "innovation is the special instrument of entrepreneurship. It is an act that endows resources with a new capacity to create wealth. Creativity is the specific instrument of entrepreneurship. It is an act that endows resources with a new capacity to create value. The value is not just academically, but socially and culturally as well.

Entrepreneurship education is basically a process of implantation learning the value of entrepreneurship through habituation and maintenance of behaviors and attitudes that need to be taught in order to develop human resources so as to create jobs and to survival in people's lives. The indicators examined in entrepreneurship education is a method of learning, instructional media, evaluation, instructional materials, and teacher competence.

Job training in the industrial world is a program that must be followed by vocational school students with the aim to provide real work experience for participants to master the skills of standardized productive competency, internalize the value-economic value, and the entrepreneurial spirit, and help work ethic critical and productive. While the implementation of the training is a learning process that is performed in an institution or industry partner in the 1999 edition of the curriculum supplement called learning in the industrialized world. This understanding is in line with what is expressed that training is a learning process of a person or group to enhance the ability or behavior (knowledge, skills, and attitudes) to achieve a goal. Industrial Work Practices is part of the multiple education system that is an innovation of vocational education in which students undertake an internship (apprenticeship) in the relevant industry expertise to the program for a certain period (Firdaus, 2012).

The attitude that must be owned by an entrepreneur: 1) believe in yourself, have confidence, independence, individuality, and optimism. 2) A task-oriented and results, need for achievement, profit-oriented, perseverance and fortitude, determination, hard work, have a strong encouragement, energetic and dynamic. 3) A risk taker and like a challenge, the ability to take reasonable risks. 4) Has the leadership skills, behaviors as a leader, good at getting along with others, would respond to suggestions - suggestions and criticism from others. 5) Innovative, creative and flexible, and 6) oriented to the future, foresight, perspective. (Suryana, 2003). An entrepreneur (entrepreneur) is a person who always pays attention to the surrounding environment. Not only the business environment, but also the wider social environment. So we can say that the entrepreneur must have a character that is noble, hard-working and disciplined, independent and realistic, achievement oriented and have a high commitment, positive thinking and responsible also future-oriented, and able to create jobs for themselves and for the people other. This research is aimed to analyze how big the impact/influence of entrepreneurs education and job training to give contribution to entrepreneur attitudes of vocational school students.

## 2. Method

This research uses survey method by using correlational approach. Object of this research is 12th grade students of Administration Department at SMK Negeri 2 Tondano (four classes) with total number are 157 students. Respondents are 113 students which obtained by following Yamane formula:

$$n = \frac{N}{Nd^2 + 1}$$

Sampling techniques is proportional sampling. Data is collected by using questionnaire and documentation. These research instruments was testes its validity and reliability before it is used. Data analysis technique is Pearson Product Moment Correlation, by using program of SPSS version 16. Research location is SMK Negeri 2 Tondano for 5 months.

## 3. Result and Discussion

### 3.1 Result

Having held hypothesis testing, the results of data analysis can be seen in the following table.

Table 1. Research result

Variabel	Result	Conclusion
$X_1Y$	$\hat{Y} = 85.990 + 0.389X_1$ $R = 0.150$ $R^2 = 0.022$ $T_{count} = 9.629$ $T_{table} = 1.658$ $T_{count} \geq t_{table}$	Entrepreneurships education influences students' entrepreneurial attitude
$X_2Y$	$\hat{Y} = 43.142 + 0.352X_2$ $R = 0.305$ $R^2 = 0.093$ $T_{count} = 5.223$ $T_{table} = 1.658$ $T_{count} \geq t_{table}$	Job training influences students' entrepreneurial attitude
$X_1X_2Y$	$\hat{Y} = 99.934 + 0.231X_1 + 0.153X_2$ $R = 0.343$ $R^2 = 0.117$ $F_{count} = 12.767$ $F_{table} = 3.93$ $F_{count} \geq F_{table}$	Entrepreneurships education and job training influence students' entrepreneurial attitudes

The Table 1 can be described as follows:

- Entrepreneurships education influences students' entrepreneurial attitude significantly as shown by  $R^2 = 0.022$
- Job training influences students' entrepreneurial attitude significantly as shown by  $R^2 = 0.093$
- Entrepreneurships education and job training influence students' entrepreneurial attitudes significantly as shown by  $R^2 = 0.117$

### 3.2 Discussion

#### 3.2.1 The influence of Entrepreneurships education to students' entrepreneurial attitudes

Hypothesis testing results with simple linear regression on the hypothesis shows that there is a positive influence of the Entrepreneurship Education to Students' entrepreneurial attitudes of SMK N 2 Tondano class XII Administrative department class. This is shown by value  $t_{count} = 9.629 \geq t_{table} = 1.658$ . The result of hypothesis testing using simple linear correlation shows that Entrepreneurships education has significant influence to students' entrepreneurial attitudes at SMK N 2 Tondano. This is proved by the big number of correlational coefficient  $R_{X_1Y} = 0.150$  are included in fair category. This means entrepreneurship education has positive and significant functional relationships to students' entrepreneurial attitudes. This shows that students' entrepreneurial attitude is influenced by students'

personal experiences. According to Supriatna (2011) states that personal experiences is experience of how to learn entrepreneurship. This deep learning experience is not shown by the length of learning time but intensity of learning interaction, and learning transfer inside the students.

Thus, the interaction of entrepreneurial learning in school, not just the relationship between teachers and students, but the interaction between students with entrepreneurship educational materials and education as it is meaningful for students. Their deep interactions between students with entrepreneurship education are expected to form positive attitudes of students to entrepreneurship. Another factor that plays a role in the formation of an entrepreneurial attitude is a teacher, because the teacher is one source of influence attitude change towards the positive. Therefore, teachers should be able to create a pleasant learning condition for students; teachers also need to be able to create learning experiences that lead to pleasant consequences for students because teachers are models for students.

In addition, research shows that successful entrepreneurship education at vocational schools characterized by a change in the components of cognitive, affective, and psychomotor. This means that in addition to cognitive, attitude is a component of indicators to measure the success of students after completing the learning program. Thus, the success of the middle school vocational entrepreneurship education can be measured through students' attitudes towards entrepreneurship.

### 3.2.2 The influence of Job Training to Students' entrepreneurial attitudes

Through testing the hypothesis with a simple linear regression on two hypotheses shows that there are positive influences of job training on the student's entrepreneurial attitude. This is indicated by the value of  $t_{count} = 5,223 \geq t_{table} = 1,658$ . Likewise, the results of hypothesis testing using simple linear correlation indicates that the job training significantly influence the students' entrepreneurial attitude. This is indicated by the magnitude of the correlation coefficient  $R_{x_2y} = 0,305$  are included in the fair category. This means that the Job Training has a positive and significant functional relationship on students' entrepreneurial attitude. The higher the quality of vocational training implemented, the higher the students' entrepreneurial attitude.

The results of research that the vocational training contributes to the students' entrepreneurial attitudes as 40.6 percent. This is in line with what is proposed by Supriatna (2011), that in order to achieve the learning success, it must be created a state of mutually beneficial and interactive triangular relationship between the instructor and the students' work environment. In addition, research shows that the process of job training in the world of business aims to equip students to master standardized productive competency skills, internalize the attitudes, values and culture of the business, which is oriented to quality standards, economic values, critical, productive, and competitive, as well as an entrepreneurial attitude.

### 3.2.3. The influence of Entrepreneurships education and Job training to students' entrepreneurial attitudes

The Results of testing the hypothesis with a simple linear regression on three hypotheses indicate that the positive influence of Entrepreneurship Education and Vocational Training together with students' entrepreneurial Attitude. This is indicated by the  $F_{count} = 12\,767 \geq F_{table} = 3.93$ . Likewise, the results of hypothesis testing using double correlation shows that Entrepreneurship Education and Vocational Training together have an influence on the students' entrepreneurial attitude. As shown by the correlation coefficient  $R_{x_1x_2y} = 0.343$  are included in the fair category. This means that the Entrepreneurship Education and Vocational Training together have a positive and quite significant functional relationship to the students' entrepreneurial attitude. That is, students gain knowledge through learning Entrepreneurship Education in the school environment and meet in real life practice such as through the Job Training.

Because in the Job Training, students are forged to understand the actual work environment. The results of this research is in line with previous research (Anwar, 2004) states that the education and entrepreneurial training change someone's entrepreneurial attitude by reducing the fear of failure and enhances the perception of opportunity in the environment. Respondents who researched the Iranian population had ever received education and entrepreneurship training. Respondent observed was Iranian who received education and entrepreneurship education.

In line with the research done by Schwarz et. al. (2009, Muthmainah & Cholil (2015) the determinant factors which contribute to the entrepreneurial attitude is entrepreneurial experience, (can

be in school or at work practice) and also entrepreneurial knowledge is reflected in the entrepreneurial characteristics.

#### 4. Conclusion

The result of a study evaluating the students' entrepreneurial attitude influenced by entrepreneurship education in schools and training/practice work in the office or in the company. This study concluded that the factor that determines a student has an entrepreneurial attitude is when he got the material of entrepreneurship education in schools and coupled with the experience at the time of job training or practice in the field. Students' entrepreneurial attitude shown by the attitude of confidence, task-oriented and results, risk-taking, leadership, originality and oriented towards the future. In an effort to produce a formidable entrepreneurial, education (schools) become one of the institutions that has a very important role. Because the school is expected to transform the characteristics of entrepreneurship to students. Moreover Vocational High School, which has the main goal, is to produce graduates who are ready to enter the workforce, either independently or work on others. Suggestions for further research is to expanded the sample up to third grade students and university students who receive entrepreneurship courses.

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